



# Unit 2

## History

### Students will

- understand the concepts of time and chronology
- understand human influence in shaping communities, states, and nations
- understand how human needs, issues, and events influence past and present
- understand that the past influences the future
- understand purposes of government
- understand democratic principles
- analyze information
- understand the human-environment interactions



# Lsn #5:

## The Chamizal Story

**Engage:** capture the student's attention, stimulate their thinking and help them access prior knowledge

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Subject Area:  
Social Studies  
Reading

### Guiding Questions:

- What sort of lessons can we learn from Chamizal National Memorial?
- Is the Chamizal National Memorial park worth preserving?

Time Required:  
One or two 45 min  
class periods

### The Lesson:

*If possible, acquire a copy of the Chamizal Story CD or video to preview with your class before the lesson.*

### Skills:

Observation and  
description  
Comparing & Contrasting  
Critical thinking  
Vocabulary development

1. Open the lesson by asking students if they have ever visited the park. Establish what is already known (may use the KWL strategy here) and present some vocabulary such as

border  
boundary  
president  
treaty  
dispute  
channel

Ask children to look for these words in the text.

Materials needed:  
Chamizal Story Book  
chart tablet or chalkboard to  
build background knowledge

2. After viewing history of Chamizal, hand students copies of The Chamizal Story student workbook. Read text as students follow along in book.
3. Allow time for students to complete workbook activities.

# Lsn #6:

## Flip Book History

**Explore:** give students time to think, plan, investigate, and organize collected information

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Subject Area:  
Social Studies  
Reading

Time Required:  
One or two 45 min  
class periods

Skills:  
Observation and  
description  
Comparing & Contrasting  
Critical thinking  
Comprehension  
Literary concepts-sequence  
Literary response

Materials needed:  
Chamizal Story Book  
Flip book masters  
colored paper  
scissors  
stapler  
pencils

### Guiding Questions:

- How have people of the past contributed and influenced the nation.
- How have weather patterns,natural resources, seasonal patterns and natural hazards affected settlement patterns?

### The Lesson:

*Before reintroducing Chamizal story, copy blackline masters onto colored paper. Remember to have enough copies to create a model for demonstration purposes.*

1. Present the model flipbook as a modified timeline. It will sequence, however from present day to 1860s.
2. Review events in story. Model sequencing of events progressing from last page of booklet to first as you read again through story. Hand out black line masters, scissors and staplers.
3. Carefully cut out black line masters and stack in chronological order. Staple together in booklet form. Instruct students to follow along using their flipbook as they review the events of the Chamizal Agreement. Allow time for students to jot down in their own words the pertinent points on their flipbook so they may use it later to re-tell the story.
4. Using their flipbook, ask students to re-tell the story to the class.

# Lsn #7:

## Time Line



**Extend:** give students the opportunity to expand and solidify their understanding of the concept and/or apply it to a real world situation

Subject Area:  
Social Studies  
Math  
Reading

### Guiding Questions:

- How can visual sources like timelines help us understand information quickly?

Time Required:  
One 45 min class period

### Skills:

Observation and  
description  
Comparing & Contrasting  
Critical thinking  
Comprehension

### Materials needed:

Chamizal Story Book  
Time line worksheet

### The Lesson:

1. Activate prior knowledge. Talk with children about how people measure time. Help them generate a list of time units: seconds, minutes, hours, days, years, months. Introduce the time line as a way people show the order of when things happened. Review events in story. Set up sequence graphic organizer on chart tablet. Hand out black line masters.
2. Ask students to use their Chamizal Story Activity book as a reference tool to discover the events that are missing on the timeline. Record the necessary information in the empty boxes
3. Assess their understanding by asking some of the following questions:
  - How are the events in the timeline organized?
  - In what year was the Guadalupe Hidalgo treaty signed?
  - What happened in 1864?
4. You may decide to extend this lesson to include a timeline of important events of the student's life. For this activity you may want to provide the student with some adding machine paper upon which the student may record the dates most important to their growth from infant, to toddler, to second grade student. This tape can then be mounted onto poster paper using pictures to illustrate indicated entries. Information should demonstrate a clear understanding of sequence.

# Lsn #8:

## Cause/Effect

**Explain:** give students time to analyze their explorations, understanding will be clarified and modified through reflective activities

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Subject Area:  
Social Studies  
Reading

Time Required:  
One 45 min class period

Skills:

Observation and  
description  
Comparing & Contrasting  
Critical thinking  
Comprehension  
Collaboration

Materials needed:  
Chamizal Story Book  
Cause/Effect BLM

**Guiding Questions:**

- How can understanding causal relationships help students explore the world around them?
- How can comprehension be improved by finding the cause/effect relationships in texts?

**The Lesson:**

*Before reintroducing Chamizal story, copy blackline masters.*

1. Activate prior knowledge. Determine whether students understand concept of cause-effect relationships by creating a T-chart on the board and then pantomime different causal relationships to be recorded on the chart. Some relationships to act out and record could be:

Open the window

shiver

Pour a glass of water

turn glass over+spill it out

Flick light switch

light goes on (or off)

Have students share some ideas and have them act them out.

Remind students that the CAUSE is what makes something happen, the EFFECT is what actually happens as a result of the cause.

2. Distribute BLM and have students find cause/effect relationships already recorded on worksheet. Have students assist you in discovering one of the missing effects before attempting to complete the assignment.
3. Allow time to complete task. Provide opportunities for students to share answers.
4. Extend. Challenge students to discover more cause/effect relationships. Share these with the class.

# Lsn #9:

## Decision Mapping

**Extend:** give students the opportunity to expand and solidify their understanding of the concept and/or apply it to a real world situation

Subject Area:  
Social Studies  
Reading

Time Required:  
One 45 min class period

Skills:  
Observation and  
description  
Comparing & Contrasting  
Critical thinking

Materials needed:  
Chamizal Story Book  
Decision Mapping BLM

### Guiding Questions:

- How can we use the lessons of diplomacy illustrated in the story of the Chamizal to help us make sound decisions in our own lives?
- What steps do good citizens carefully go through when trying to solve problems?
- Why is it so important to think of different ways to solve problems?

### The Lesson:

*Before applying the Decision making process to the Chamizal events, have students work on solving a local problem using the five-step plan. Model the process on the board.*

1. Introduce process. Select a piece of literature to connect the decision making process such as the Three Little Pigs or City Mouse and the Country Mouse. In the Country Mouse story for example, the character must decide whether to stay with his City Mouse cousin or return once more to his simple life in the country. Use one of these literature examples and fill out the decision making prompt for students. An example of the process using the 3 Little Pigs story would look something like this
  - A) We need to build a house.
  - B) We can build it out of straw, sticks, or bricks.
  - C) One pig buys straw and builds his house , a second pig buys sticks and builds his house, and the third pig builds his out of bricks
  - D) The straw house is build quickly and very cheaply, but it its very flimsy and not very secure. The wolf can blow it down easily.
  - E) The house of sticks is also very quick and cheap to build, but it is also very weak and the pig is soon out in the cold.
  - F) Although the bricks were very expensive and the house took a long time to build it is very strong and safe.
  - G) The Pigs decide that the brick house is the best and they all live together happily ever after.
2. Model the process using the Chamizal Boundary Issue.
3. Allow enough time to complete the worksheet.

# Lsn #10:

## Vocabulary Concentration



**Evaluate:** give students the opportunity to expand and solidify their understanding of the concept and/or apply it to a real world situation

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Subject Area:  
Social Studies  
Reading

### Guiding Questions:

- How can we use word order and context clues to help us understand new vocabulary?

Time Required:  
One or two 45 min  
class periods

### The Lesson:

*Print Blackline masters on either cardstock or colored construction paper so print does not bleed through.*

### Skills:

Observation and  
description  
Comparing & Contrasting  
Critical thinking  
Map skills  
Visual arts  
Collaboration

1. Cut out vocabulary cards and place face down on a table. With a partner, try to match vocabulary word with definition. Continue playing until all cards have been collected. The winner is the player with the most cards in hand.
2. Carefully cut out black line masters and stack in chronological order. Staple together in booklet form. Instruct students to follow along using their graphic organizer flipbook as they review the events of the Chamizal Agreement. Allow time for students to jot down in their own words the pertinent points on their flipbook so they may use it later to re-tell the story.
3. Using their flipbook, ask students to re-tell the story to the class.

### Materials needed:

Vocabulary BLM  
Scissors



# Unit 2

## Handouts

### Blackline Masters:

- Flip book
- Time line
- Cause/Effect
- Problem Solving/Decision Making
- Vocabulary Concentration
- Rubric
- Evaluation





UNITED

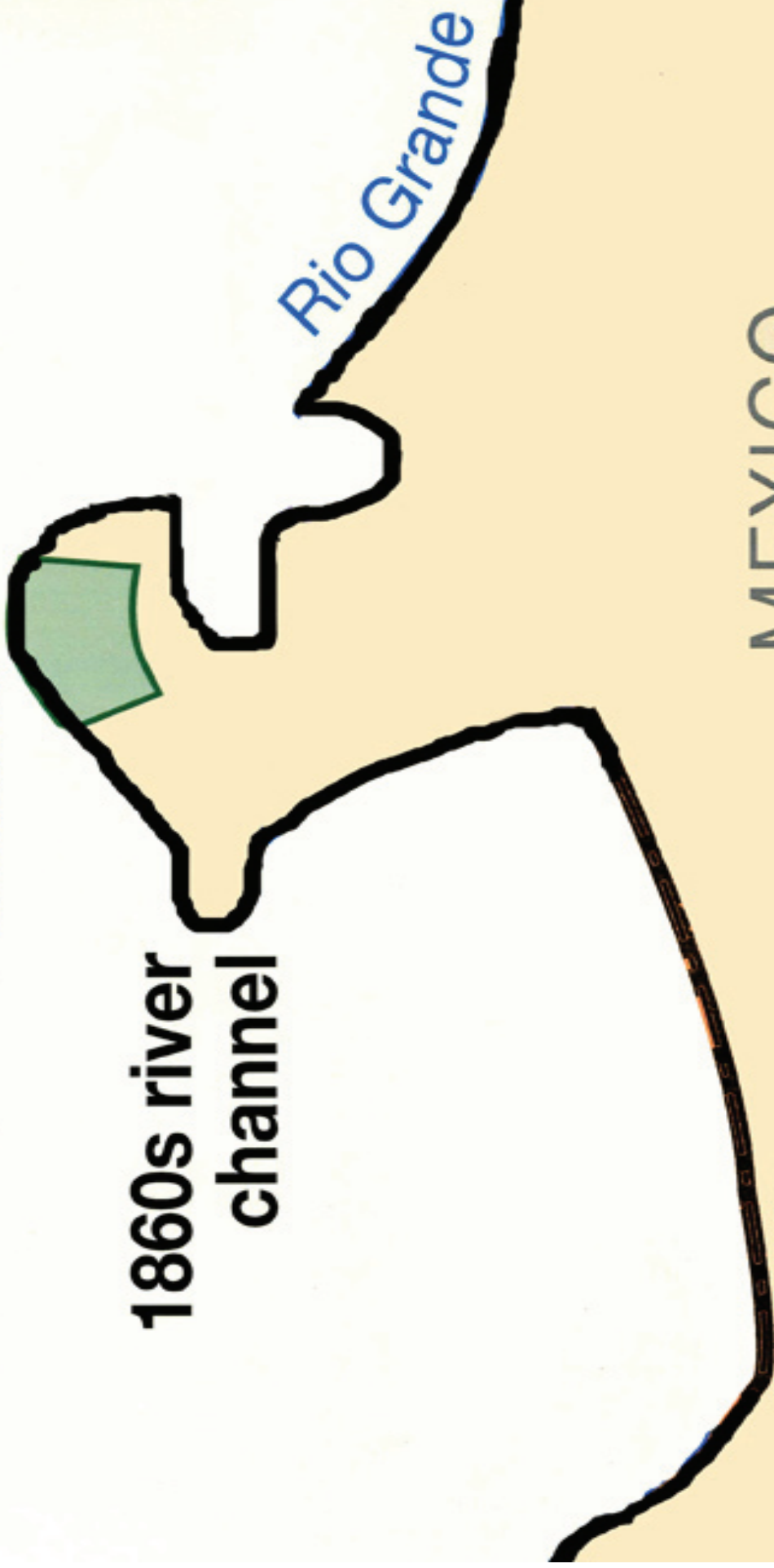
STATES

Chamizal  
National  
Memorial

**1860s river  
channel**

Rio Grande

MEXICO



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Chamizal  
National  
Memorial

UNITED

STATES

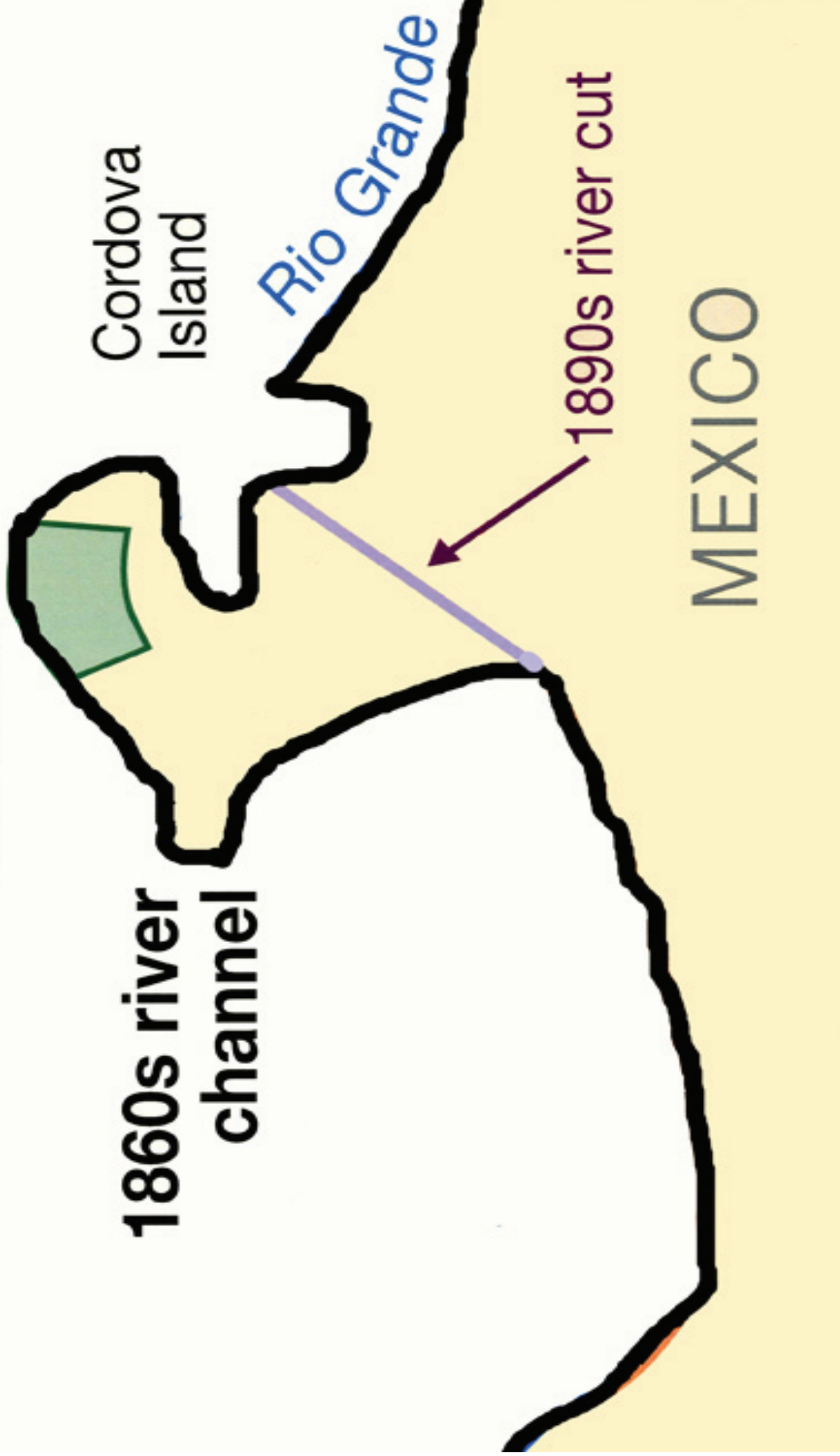
Cordova  
Island

**1860s river  
channel**

*Rio Grande*

1890s river cut

MEXICO





UNITED

Chamizal  
National  
Memorial

STATES



**1965 river channel**

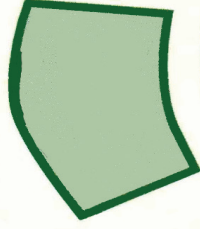
MEXICO



UNITED

Chamizal  
National  
Memorial

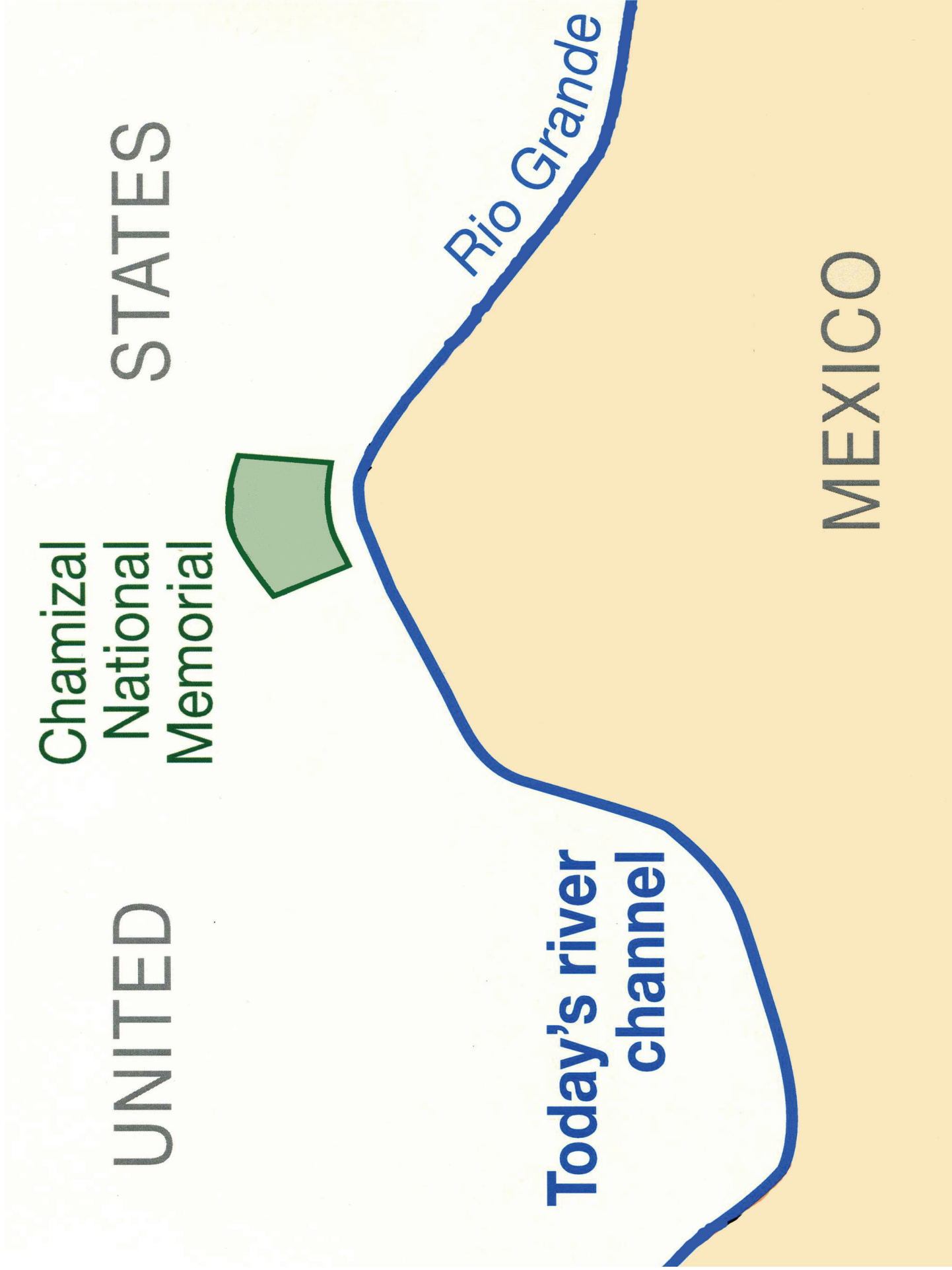
STATES



**Today's river  
channel**

Rio Grande

MEXICO



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Match the cause with the effect. Draw a line to the best answer.

# Cause/Effect

1) Mexican/American War ends and new boundaries are established

2) Treaty of Guadalupe Hidalgo

3) River floods (avulsion) fast moving river water causes a new channel to form

4) Pedro I. Garcia files a complaint with the International Boundary Commission

5) U.S. President Johnson and Mexican President Lopez Mateos resolve the Chamizal dispute

a) A new concrete channel is formed and many people, homes and businesses have to be relocated.

b) The International Boundary Commission decides where the new boundary belongs.

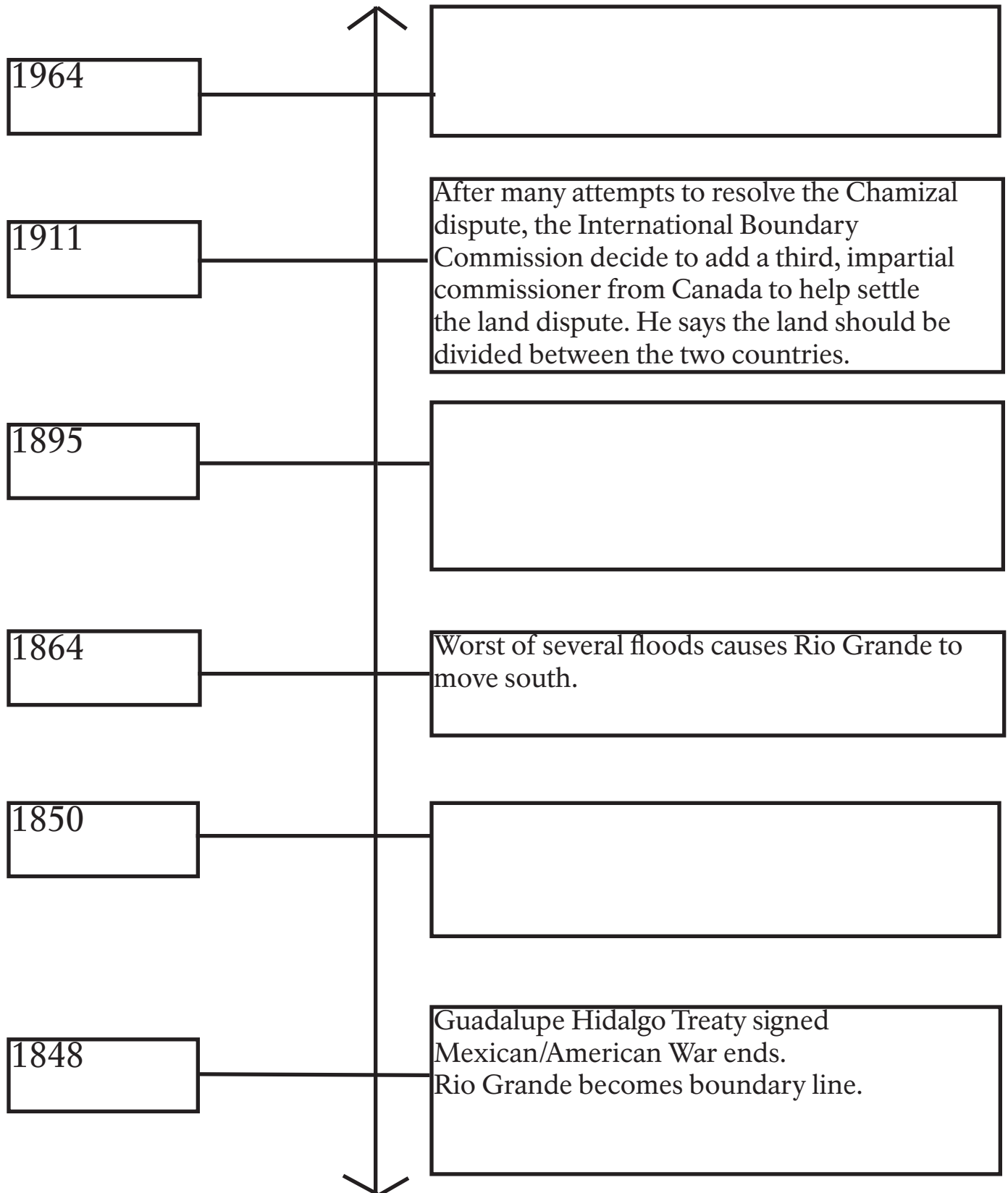
c) Some of his grandfather's land now lays on the United States side of the river and he wants it back.

d) The United States gains land and the Rio Grande becomes the new border between Mexico and the United States.

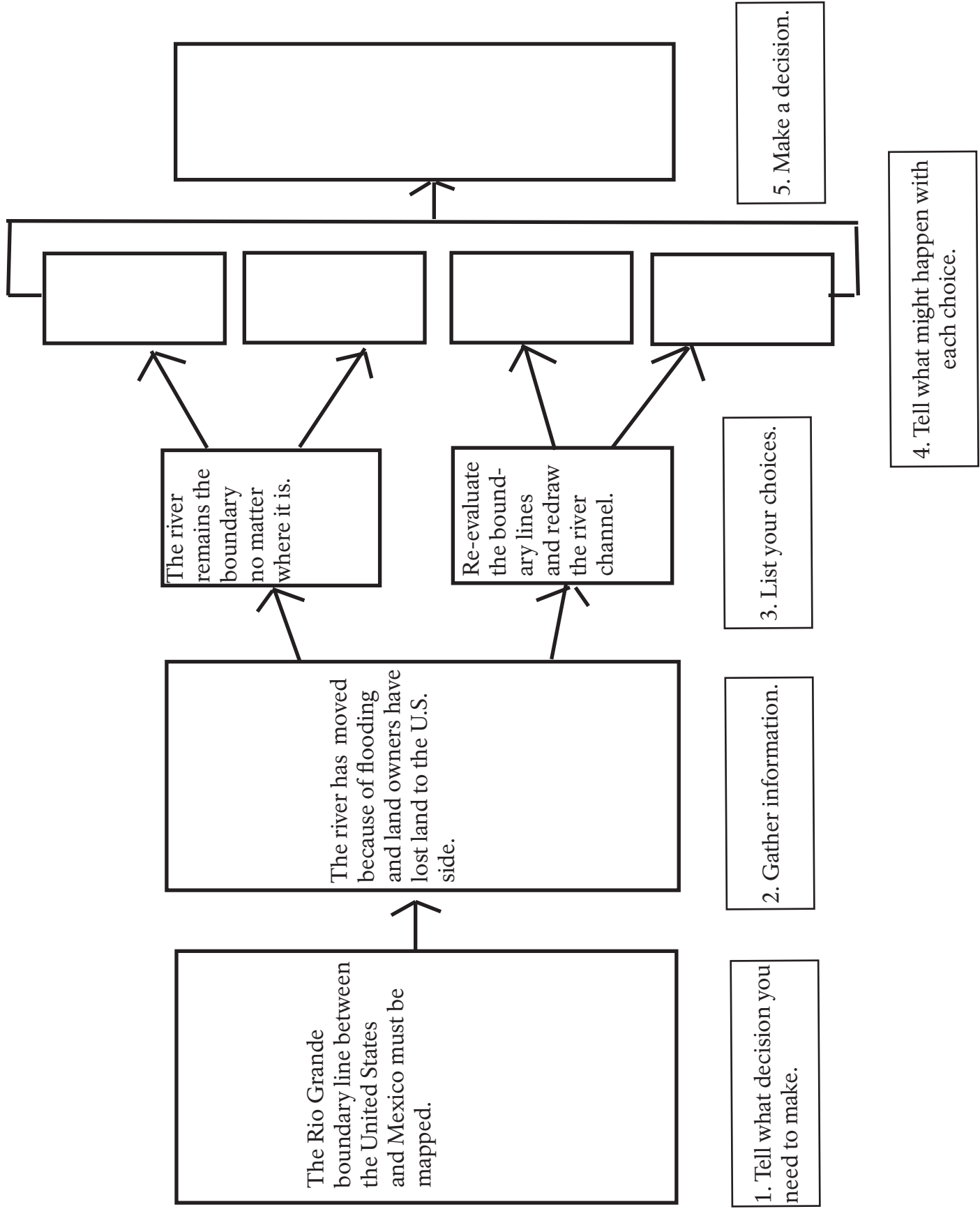
e) The U.S. sends a team of surveyors to map the border.

# Time Line

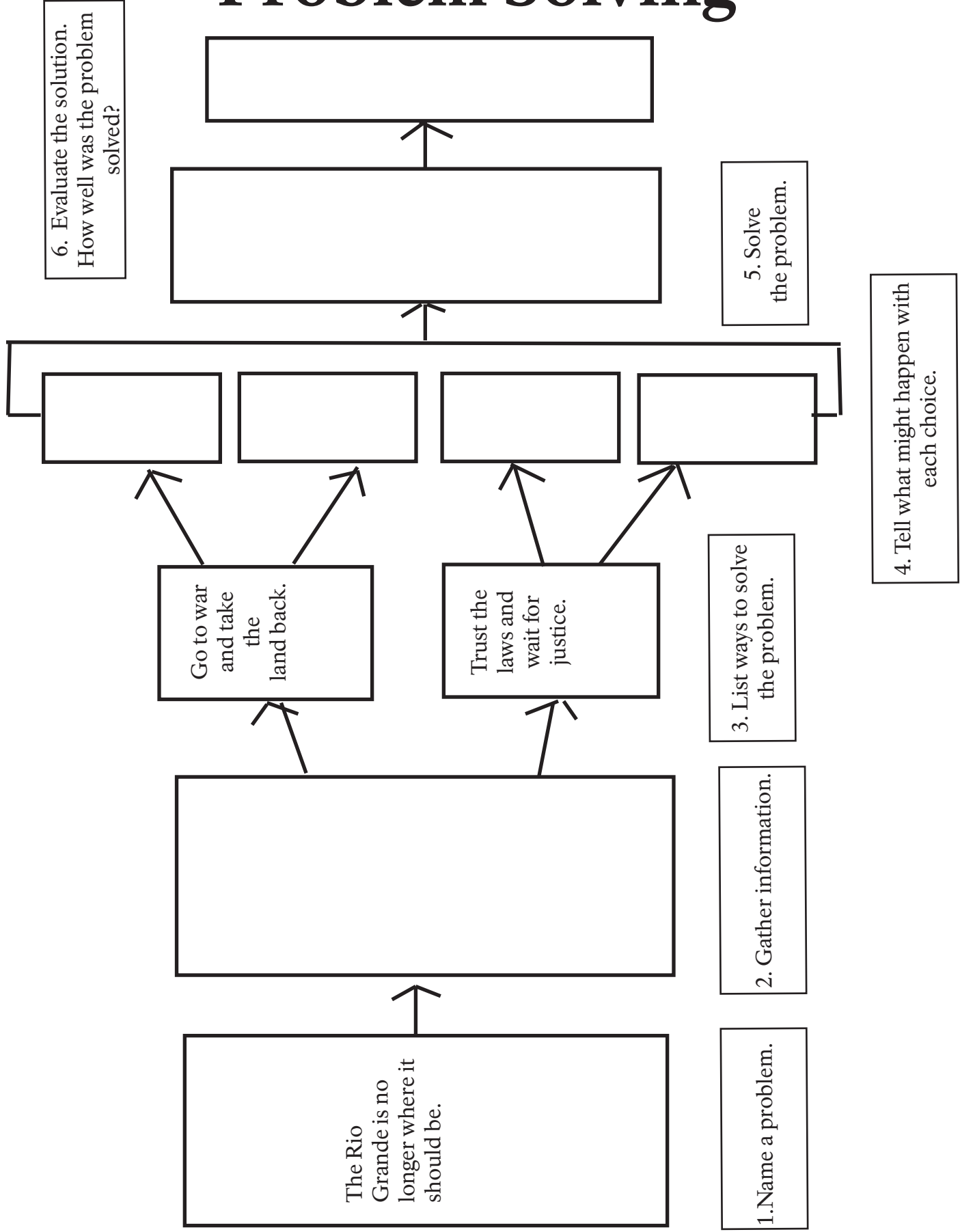
Use this graphic organizer to help you remember which events came first and follow them through to the present. Match the event with the date using your Chamizal Story activity book to help with the details.



# Decision Mapping



# Problem Solving



## Unit 2-History Rubric

Student name: \_\_\_\_\_

Category	Mastery 4 (25 pts each)	Proficient 3 (20 pts each)	Adequate 2 (15 pts each)	Needs Improvement 1 (10 pts each)
Cause/Effect	Exhibits exceptional skills in accurately identifying causal relationships by using text as a support	Exhibits proficient skills by accurately identifying many causal relationships by using text as a support	Accurately identifies few causal relationships	Exhibits poor or less than average degree of skills in accurately identifying casual relationships
Time line	Exhibits exceptional critical thinking skills by accurately identifying all 3 significant events using text to support interpretation	Exhibits proficient critical thinking skills by accurately identifying at least two significant events using text to support interpretation	Exhibits adequate critical thinking skills by accurately identifying at least one of the significant events using text to support interpretation	Exhibits poor or less than average degree of critical thinking skills by unsuccessfully identifying any of the significant events supported in text
Decision making	Exhibits exceptional critical thinking skills by accurately identifying historic decision and supporting it with several possible outcomes in process thus establishing a connection of ideas and themes across texts	Exhibits proficient critical thinking skills by accurately identifying historic decision and supporting it with some possible outcomes in decision making process thus making a fair connection of ideas and themes across texts	Exhibits some critical thinking skills by accurately identifying historic decision and listing a few possible outcomes in process thus making a connection between text	Exhibits poor or less than average critical thinking skills by unsuccessful identifying of connecting ideas and themes in the text and applied to the decision making process
Problem Solving	Exhibits extraordinary critical thinking skills by accurately identifying inferences and supporting interpretations by connecting ideas and themes across texts	Exhibits proficient critical thinking skills by accurately identifying and supporting most inferences and supporting them through text	Exhibits adequate critical thinking skills by accurately identifying and supporting some inferences through text connections	Exhibits less than average critical thinking skills by unsuccessful attempts to identify text with graphic organizer
<b>Total points</b>				

# Evaluation

	agree whole- heartedly	agree somewhat	disagree somewhat	totally disagree
1. The lessons in this unit were effective teaching tools.				
2. The techniques in the lessons of this unit were easy to understand and apply.				
3. The resources provided for these lessons were adequate.				
4. The format was easy to read.				
5. The instructions were clear, easy to follow.				
6. The lessons were easy to access and print.				
7. I learned a great deal about the history of Chamizal National Memorial Park.				
8. The lessons met my expectations.				
9. I will share these lessons with my colleagues.				
10. This unit has piqued my curiosity and I plan to contact the park for a future visit.				

Comments or suggestions

This publication was produced by Blanche Herrera through the Teacher-Ranger-Teacher Program as part of the Inter-Mountain Region of the National Parks Service.

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**Chamizal National Memorial**

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*<http://www.nps.gov/cham>*